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# GAMIFICATION IN HUMAN RESOURCES



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This thesis addresses the opportunities that gamification provides within HR sector. The goal of the study is to find out the current state of gamification in human resources and to discuss whether gamified solutions have been developed as per customer-based approach.

The results of the thesis are based on four theme-based semi-structured interviews and the research sample contains two software developers, one Chief of Operations and one Chief of Marketing Operations. Based on the primary data collection the results show that the current state of gamification in the Finnish sector is still at early stages. Additionally, the gamification implementations executed by the two of the interviewees supports the fact that most of the gamification implementation are executed keeping the needs of the customer in mind.

In conclusion, gamification's life cycle is still in the first stage of the cycle and that customer approach is used. Based on the results also the risk of gamifying lies in the maintenance of any gamified solution. The gamified elements need to be monitored, changed and developed constantly. In other words, the game should not be the deciding element when implementing change within organisations rather one should keep in mind the existing human capital of the enterprise and the different motivators affecting people's intrinsic motivation.

### KEYWORDS:

Gamification, Game element, Motivation, Engagement

Matti Nikander

## PELILLISTÄMINEN HENKILÖSTÖHALLINNOSSA

Tämä opinnäytetyö tutkii pelillistämisen mahdollisuuksia henkilöstöhallinnossa. Tutkimuksen tavoite on selvittää pelillistämisen tämänhetkinen tila henkilöstöhallinnossa sekä selvittää ovatko pelillistämiskäytännöt toteutettu asiakaslähtöisesti.

Työn tulokset pohjautuvat neljästä puolistrukturoidusta haastattelusta saatuihin tuloksiin. Tutkimukseen on haastateltu kahta ohjelmistokehittäjää, yhtä markkinointipäällikköä ja yhtä operatiivista johtajaa. Primääritietolähteiden pohjalta voidaan päätellä pelillistämisen tilan olevan vielä alkuvaiheessa. Lisäksi, tietolähteiden perusteella on havaittavissa, että pelillistämiskäytännöiden toteutukset tehdään pääsääntöisesti asiakaslähtöisesti.

Tiivistetysti sanottuna pelillistämisen elinkaari on vielä melko alkutaipaleella ja asiakaslähtöisyys on suurimmaksi osaksi käytetty lähestymistapa pelillistämiskäytännöiden toteuttamisessa. Tulosten mukaan pelillistäminen on riskialtis tapa, mikäli jatkuvaa ylläpitoa, muokkausta ja lisäystä ei tuoda olemassa oleviin ratkaisuihin. Toisin sanoen, peli tai pelielementit eivät saisi olla ratkaisevia elementtejä yritysten muutosprosessien aikana.

### ASIASANAT:

Pelillistäminen, pelielementti, motivaatio, sitouttaminen

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## LIST OF ABBREVIATIONS

Abbreviation	Explanation of abbreviation (Source)
<i>MDE</i>	<i>Mechanics, Dynamics, Emotions</i>
<i>COO</i>	<i>Chief of Operations</i>
<i>CMO</i>	<i>Chief of Marketing Operations</i>
<i>LND</i>	<i>Learning and Development</i>

# 1 INTRODUCTION

Games have evolved into many different forms during the years, and they have been part of societies for thousands of years (Werbach & Hunter, 2012, p. 8). During the modern times the evolution of computer games has made games become an integral part of modern society (Minović & Milovanović, 2014). Due to the growing possibilities that digitalization offers, separate game elements have tiptoed into business world. These game elements are special point systems, achievements, levels, missions, contests, leaderboards notifications, form the basis of gamification (Dale, 2014, p. 85). As the author is interested in innovation management and also enjoys all kinds of games, from board games to sport games, the decision to research gamification was easy to take.

As Deterding, et al. (2011a) points out, Gamification refers to adding game elements into non-game environments. This thesis focuses on the impacts of gamification in the field of human resources. The methodology used in this research is qualitative based on theme interviewing method. The goal is to find out the situation of gamified HR elements in the industry, and to find out possible development areas.

This thesis aims to provide answers to the following questions:

1. What is the level of familiarity among businesses and
2. how have companies incorporated gamification into their human resource operations and
3. what are the existing gamified elements used in HR.

The applied theoretical frameworks include services marketing, change management and both intrinsic and extrinsic motivations.

Gamification as a term has been used from 2003 onwards in the digital and online world, however, already since the 80's gamification was used in academic writings aimed for gamified learning. During the 90's first computerized games were introduced in the educational field. They were hugely criticized and, consequently, did not break through. The early 2000 introduced the term into gamified computer games, and was used by U.S military. The late 2000 saw the first companies offering gamified platforms for companies. The 2010 decade was the break through for gamification as it went viral on the Internet, and since then it has developed a strong grip in the business world. (Dale, 2014, 5-6.)

One of the main reasons behind the evolution of gamification into trendy topic among businesses is due to the engagement factor it provides. For instance, gamification solutions have been implemented to improve the effectiveness of e-trainings. (Stone, et al., 2015.) Regarding to this, Deloitte highlights that engagement remains one of the most important priority among HR industry (Deloitte, 2017, p. 55).

Gamification as a topic aroused the author's attention while working with HR software development processes in a large multinational company as a part of professional training. It was during this training that the author became familiar with other trendy topics among HR industry.

In a broader sense, gamification possibly links a whole generation since many young employees now entering work life, have grown up by playing computer games or video games (James, 2014; Carr, 2011). One possible reason why gamification triggers a whole generation is that it causes a peak in the user's need towards accomplishment and social interaction and also increases hedonic interactions. All which are claimed to be elements which the younger generations focus on (Marache-Fransisco & Brangier, 2015, p. 8; James, 2014). All these factors play a significant role in building up the author's motivation to research the topic.

Furthermore, the onboarding experiences, such as online courses and lectures, experienced by the author within many organizations have taught him the importance of having gamified processes. For instance, during the previous work placement the author had to complete a series of compulsory online courses which might usually be put aside or prolonged since they are not directly linked to the daily work duties. The covered courses include business conduct, ethics studies, corporation's structure, and sustainable development courses. These courses contained gamification solutions by providing online certifications and badges which were incorporated into the author's company profile. This made the process of passing the compulsory courses more motivating and even fun.

Additionally to onboarding experiences, a thorough web search by the author focusing on innovative HR solutions brought up interesting gamification solutions. For instance, one company offered gamified recruitment services to other companies by implementing a game into the online recruitment application. This service played an important determining factor for the author to choose the topic since it was something really innovative and it was strongly linked into HR field.



Research wise Burke's study (2011) stating that gamification is used in 50% of the major global organizations' recruitment and/or learning processes, serves as the comparison point in regards to the outcomes of the study and as a motivational factor for the author to research the topic.

Since the game elements are strongly linked to gamification concept, it is important to get an understanding of these. Moreover, as the definition of gamification by Huotari and Hamari (2012) suggest that gamification needs to be linked to services marketing and more precisely to customer value creation, the goal is to find out whether gamification solutions have been implemented as per customer-based, or whether game elements have merely been added into business concept without deeper consideration to the end user. Customer-based in this context refers to the main user of the gamified solution.

The academics who have studied gamification have differing opinions about whether gamification diminishes intrinsic motivation or whether it improves it (Mekler, et al., 2015, p. 525). Evidently, the approach of this research is built upon the claim that gamification enhances intrinsic. With this approach the author can better focus on finding out the gamification elements used in HR field, and on getting an overview about the state of gamification in the Finnish business sector, rather than figuring out how effective each solution have been in their unique environments. Nevertheless, the author acknowledges the limiting effect that it brings to the research. Consequently, the research limitation is addressed later.

## 2 DEFINING THE MAIN CONCEPTS

One of the explanations why gamification has taken its foothold in the markets is due to the reason, that the concept offers a way to leverage motivation and engagement factors (Lawley, 2012). According to Macey's and Schneider (2008), employee engagement includes factors like involvement, commitment, passion, enthusiasm, focused effort, and energy. Hence, it could be stated that gamification can offer opportunities for HR. Yet, there is only limited amount of academic research done upon the motivational effects of gamification (Sailer, et al., 2013).

One common gamification definition is used by many authors. Deterding, et al., (2011, p.1) represents the definition as follows: "Gamification is the use of game design elements in non-game contexts."

Consequently, their definition works as a basis for other authors to define the topic. For instance, (Duggan & Shoup, 2013), define gamification as the use of game mechanics and rewards in a non-game setting. Paharia (2013, 65) suggests that gamification is built by taking the motivational techniques of video games, and using them to motivate players in nongame contexts. Kapp (2014) encompasses learning and motivational factors into the definition by suggesting that gamification "facilitates learning and encourages motivation using game elements, mechanics and game-based thinking.". Based on the upon definitions it can be seen that no significant differences exist among them.

Although Deterding et al.'s definition is commonly used as the definition for gamification, Huotari and Hamari, on the other hand, present gamification as a process which purpose is to provide gameful experiences to support the overall value creation of the customer (Huotari & Hamari, 2012). Thus linking gamification's theoretical framework into services marketing.

Since gamification is still a new field of practice and as researchers have not managed to agree upon a common definition (Werbach & Hunter, 2012, p. 26), gamification's theoretical framework can be linked into a few theories. These theories include flow, conditioning, neuropsychology, Bartle's player types, intrinsic or extrinsic motivation, Dreyfus' steps to mastery and social engagement loop (Marache-Fransisco & Brangier, 2015). Since all the above mentioned theories are partly or fully related to psychology, this thesis focuses rather on services marketing theory, change management, and

intrinsic and extrinsic motivation as the main theoretical frameworks, thus linking them more to the business sector.

Several authors separate gaming or gamefulness from play or playfulness, in order to draw a clearer image of what gamification actually consists of. Plays and games differ in a way that games usually involve a competition of some sort, as well as rules according to which the game is executed (Deterding, et al., 2011, p.3).

Games separate us from the real world allowing the human brain to fall into the enjoyment factor of games and thus allowing the brain to obtain information provided by games far greater than it would in the real world. Additionally to the fun factor, games include some sort of a challenge that a player wants to overcome, also, games are expected to allow the player to use his or her imagination while playing. (Minović & Milovanović, 2014.)

Within gamification spectrum one needs to separate it from the so-called normal gaming, which refers to games which only purpose is solely to entertain the player. Contrary to ordinary gaming, in gamification, the purpose is to use game elements in a non-game context. In other words, the main purpose of gamification is not only to entertain but rather about achieving business-based goals. Hence, gamification is usually linked to serious gaming (Minović & Milovanović, 2014.). Paharia (2013, 68-69) builds his definition upon this claim by arguing that gamification is not about creating games but rather about adding gamified mechanics around something that already exists, like a website, a loyalty program or an expense-reporting software. In a broader context, games have the ability to provide differing models on how to analyse existing elements. For instance, through game thinking even normal every day things can be tackled from a different angle in social and contextually bounded situations (Ängeslevä, 2014).

In practice, gamification has been used, for instance, to crowdsource business improvement ideas from employees, or to solve different business-related problems by applying scientific puzzles (Carr, 2011). According to Burke (2011), gamification enables companies to design behaviors, develop skills among workforce or to solve problems.

## 2.1 Gamification frameworks

One simple way to divide gamification into smaller pieces is to divide it into internal and external context. External gamification is targeted to individuals or other parties outside any organisation whereas internal gamification focuses on the enterprise level

gamification. By using internal gamification any organization may enhance internal communication within companies or to create innovative atmosphere. (Werbach & Hunter, 2012, p. 20.)

Robson et al. (2015) present a framework including three principles which can be of aid when creating gamification experiences. The principles are mechanics, dynamics and emotions (MDE). MDE framework in *Figure 1*. portrays the gamification elements.

**MDE.**

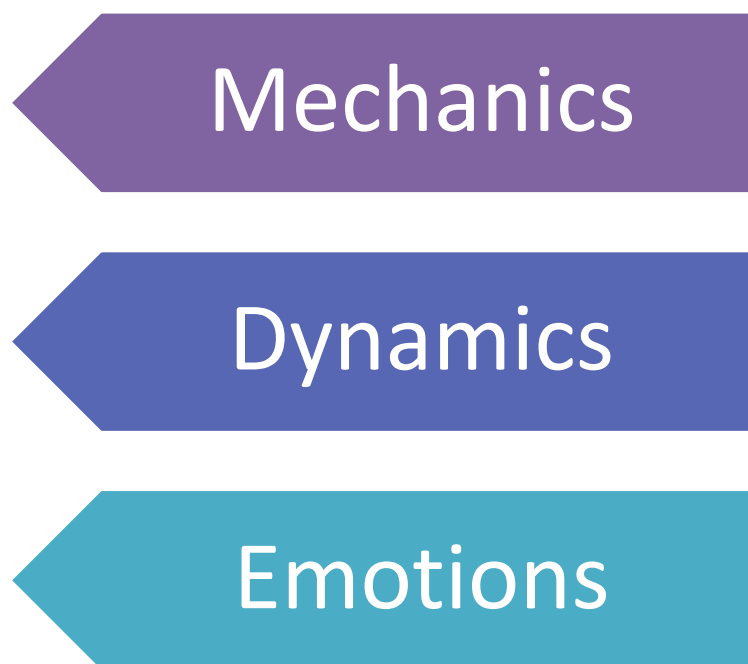


Figure 1

(Robson, et al., 2015)

*Mechanics* in the organisational spectrum refers to the systems or technologies that managers can use. When building gamified solution, it is the designers who determine the mechanics in use. Mechanics can be either setup mechanics, rule mechanics or progression mechanics. The role of mechanics in gamification is to specify who are the players, how are they interacting, how winning or losing is determined, and where and when the experience takes place. *Dynamics* can be summarized as the player behaviour in the existing game mechanics set up by the designers. In other words, dynamics is the way in which the players follow the mechanics. *Emotions* on the other hand are the mental affective states that affect the overall gamification experience. To sum it up, the

combination of game mechanics, game dynamics and player emotions ties the gamification experience together. (Robson, et al., 2015.)

There are other frameworks, the goal of which is to help implement gamification into practice. Frameworks applications depend on whether the addressed business need is for internal or external use, or targeted for an individual or for a community, or for competitive arenas. In other words if the objective is to gamify customer engagement or to support the internal collaboration within the business there are differing frameworks which can be applied. (Duggan & Shoup, 2013, 116.)

Duggan and Shoup present (chart 1) six of these frameworks as follows:

- *Social loyalty* – a framework for external and solitary use, for example, online stores.
- *Community expert* – a framework for external and community-based use, including customer-facing experiences where users create content and contribute with each other. A good example of this is a gamified library platform 'Lemontree' which is a gamified service where the students of Huddersfield can gain achievements by using different services of the library and create things and thus also take part in the routines of the library (Haasio, 2013, pp. 97, 98).
- *Competitive pyramid* – a framework which can be applied for customer-based communities seeking to motivate users into competitive behaviour.
- *Gentle guide* – a framework where the aim is, for instance, to guide employees through a process. This framework is for internal use and for a single user, and its goal is to ensure completion and compliance.
- *Company collaborator* – a framework for business solution where the aim is to increase collaborations among workforce or other internal communities.
- *Company challenge* – this framework is used when a company wants to challenge its employees to compete on team level.

Table 1 The Six Gamification Frameworks (Duggan & Shoup, 2013)

	Solo	Community	Competitive
External	Social Loyalty	Community expert	Competitive pyramid
Internal	Gentle guide	Company collaborator	Company challenge

Thus, choosing the right framework from *Table 1* helps businesses to successfully implement gamification in their operations, depending on what are the underlying business needs behind the implementation. (Duggan & Shoup, 2013, p. 115)

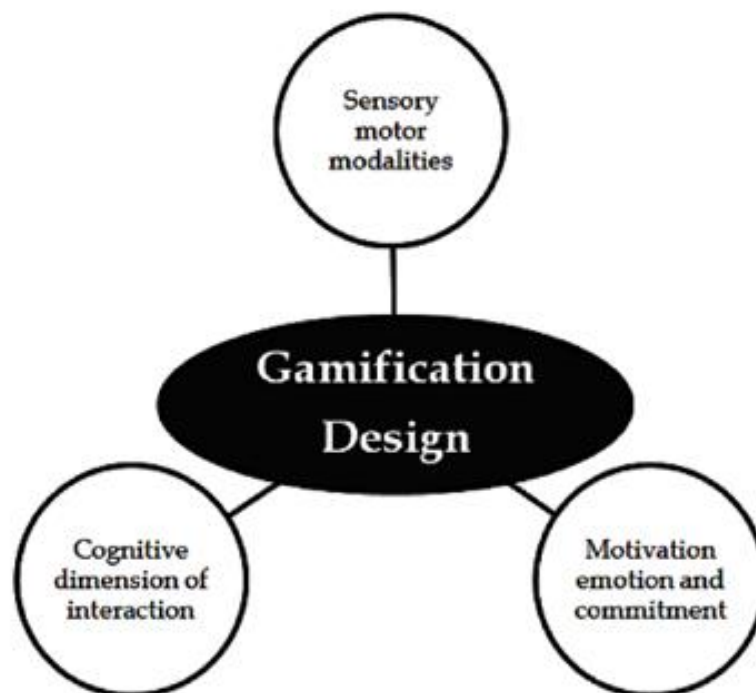
The goal of gamification is to provide a platform for the player to experience both the fun factor and the sense of achieving goals and learning. The motivational elements in gamification ecosystem include challenge, control, curiosity and fantasy. (Minović & Milovanović, 2014.) According Werbach's and Hunter's work (Paravizo, et al., 2018) there is a six step guide to implementing gamified solutions:

- the definition of business goals, followed by
- description of target behaviors,
- and players/participants,
- designing the activity cycles,
- including entertainment elements, and
- the actual implementation by using chosen tools.

Drawing a clearer overview of gamification framework three dimensions can be brought up. In *Figure 2*, these dimensions are presented. First, the sensory motor modalities addresses the input and output interaction modes. These modes may include visual, auditative or haptic elements which help to deliver the wanted message to the user, such as different kinds of indicators and displays. The cognitive dimensions of interaction includes factors which help the user to progress towards a wanted outcome along the

way, while s/he keeps on playing. A set of game rhetorics like goal rhetoric, mean rhetoric, feedback rhetoric and outcome rhetoric are examples of cognitive dimensions. Additionally, games usually include a tutorial which helps players to get started in a wanted manner. The third dimension targets the emotional and commitment factors of gamification, such as social needs, sense of accomplishment, and other hedonic needs which may be described as non-functional needs that are still related to gamification. (Marache-Fransisco & Brangier, 2015, pp. 10-12.)

Figure 2. Gamification Dimensions. (Marache-Fransisco & Brangier, 2015)



Combining gamification frameworks, dimensions and gamification environments helps us to get a holistic overview of gamification setting. Together with the game elements listed in the next chapter it is possible to understand the framework where and how gamification solutions are executed.

## 2.2 Game design elements

Deterding, et al., (2011) define gamification as an umbrella term to enhance user experience or engagement by applying game design elements into non-game solutions.

Subsequently, it is vital to understand what kind of game elements exist and how they are used in gamified solutions.

The elements seen as game design elements are numerous. For example, (Hsin-Yuan & Soman, 2013) point out that in educational sector these elements may include self-elements such as points, badges or levels, or social elements like leaderboards, virtual goods and storyline, thus engaging students into interactive competition.

Stott and Neustaedter's (2013) study reveals that other game elements which can have an impact on motivating student achievement:

- *Freedom to fail*, is a game design which suggests that a player has multiple lives, referring that in case of mistake no harm is done and thus allowing the player to start over from the same point over again.
- *Rapid feedback* - Feedback is obviously vital in all forms of education but in game elements this can be provided when a player finishes a level, beats a boss in battle, goes through question-and-answer activities etc. Hence, the player gets feedback instantly while progressing in the game.
- *Progression*, refers to progressing through levels or mission.
- *Storytelling*, happens when facts are linked through a storytelling method.

Whereas Gartner (2011) identifies four drivers that can be used to achieve higher levels of engagement:

- *Accelerated feedback cycles* – gamified feedback systems are faster than the slow traditional ones, and thus, helps to maintain engagement levels.
- *Clear goals and rules of play* – in the gamified substance clear goals and rules ensure that users feel that goals are achievable.
- *A compelling narrative* – within gamification the added storytelling engages users to participate and to reach the set goals.
- *Tasks are challenging but achievable* – gamification presents tasks in a more summarized way than in the real world, and thus makes goals more achievable.

Looking at the commonly used definitions by different academics (Deterding, et al., 2011; Zichermann & Cunningham, 2011, p. xiv) terms like game thinking, game-based mechanics and game design elements are included in the definitions of gamification. Thus, understanding different game design elements is central when researching

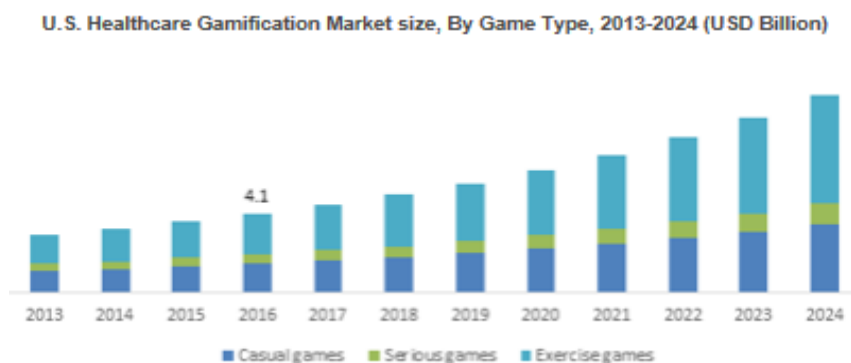


gamification, and the elements listed above can help to obtain an overview of game design elements.

### 2.3 Evolution of Gamification

Gamification has achieved a firm level of popularity during the last few years, making it a tempting business concept for companies to use these days (Kumar, 2013). Fuchs, et al. (2014) build on this by claiming that gamification has always been a marketing buzzword for businesses. A notable example of the evolution of gamifications is the growth of healthcare gamification market in the U.S. The market size was USD 16 billion back in 2016, and the market is estimated to grow by 12% from 2017 to 2024. The trend is shown in figure 2 below. (Global Market Insights, 2017.)

Figure 3. U.S. Healthcare Gamification Market Size. (Global Market Insights, 2017)



One of the first gamified services which became popular in 2009 was Foursquare. The idea behind was to let people check themselves into different venues, and the more check-ins one had, the better chance s/he had in getting virtual badges (Rimon, 2014). In addition to Foursquare, frequent flyer cards granting different levels and titles for travelers contained forms of gamification, and thus made them one of the earliest services with gamified elements which were targeted for masses (Ängeslevä, 2014).

Pointing out the most recent stages of gamification, in terms of its evolution, Robson, et al., (2015) describe three turning points within the process. First, the evolution can be said to initialize when game designers and researchers started to invest on studies researching what makes games engaging and successful. The following stage involves the usage of social media. This is because it changed the way how people started to

participate in different social media platforms by sharing, adding content and discussing experiences between others. Finally, there is the fact that companies are constantly searching for new ways to connect, learn, and affect employee or customer behaviours.

Gamification has clearly achieved a strong foothold in the business world as a growing concept, and it is accessed in many different platforms like applications market (Giunti, et al., 2017) and web pages. Robson, et al. 2015 description works as a good frame to draw out the evolution of gamification. Especially the last two stages, social media and affecting customer behaviour have a clear link to the existence of the examples of Foursquare and frequent flying cards, hence making the frame more credible.

## 2.4 Discussion in Gamification

Even though gamification has achieved a significant status as a note-worthy business concept, some critics have emerged as well. Gamification has been said to fall short in positive manipulation impacts on its users, it has also been claimed that gamification is used only as a marketing trick, or that some gamification elements like badges does not enhance intrinsic motivation. (Carr, 2011; Kapp, 2014; Hakulinen, 2015, pp. 85-89.)

According to Bogost (2011), Gamification is also seen just a marketing trick which is exploited by consultants to sell yet another business solution. This statement is based on the claim that the 'ification' in gamification refers to something which is easy and repeatable for companies to incorporate in their operations, and thus exploited by the consultants. Bogost therefore defines gamification as exploitationware.

The word game may also have a negative tone for workforce. Employees perceive their work as something serious and concrete rather than playing with digital instruments. Gamification can be used to manipulate people to do something that they would normally want to do. Manipulating can naturally be implemented to good and to bad. In the negative phenomenon it is referred as the "dark side" (Carr, 2011). To give more depth into this claim Kapp (2014) points out that gamification has not delivered its promise of getting the attention of learners, or getting the learners to do something they dislike.

Kapp (2014) also represents three myths which should be thought of in order to avoid any pitfalls. First one being the myth of people *usually linking gamification and games together*, as if gamification would just a synonym for a game. The difference between these is obviously in the design of these two. Gamification is only the implementation of game elements which can be executed over time in non-game environment, whereas

games have always a clear structure; a start, game play and ending. The second myth is that *gamification alienates older learners*. The myth of old people not liking games, and consequently gamification is not true, when the right gamification implementation is implemented. When the gamification solution focuses on the correct types of teaching contents based on the business goals then gamification should engage people from all generations. The last myth claims that *gamification is about points, badges and leaderboards* referring that these elements are the least interesting aspects of gaming. To avoid this myth the gamified solutions should include more elements like challenges, storylines and continual feedback systems on top of points, badges and leaderboards.

Regarding badges, scores and leaderboards gamification has received criticism. Even though they are game elements it can easily be added to existing solutions, thus making them vain, or as Smith (2014) refers this as a “Chocolate Covered Broccoli”. Businesses may just add digitalized game elements into existing platforms without a more thorough plan of change in the existing processes, in other words simply adding elements into old solutions. Hence, “Chocolate Covered Broccoli”. (Ängeslevä, 2014.)

Ängeslevä (2014), argues that while gamification may provide sense of attention for employees and rewards to employees seeking to grow professionally, the problem is that in the game world, games allow players to experience a lot more. For example, in actual games, players may progress in different paths, express themselves and acquire new experiences. Ängeslevä (2014, pp. 54-55) points out that making the best out of games, with the ways mentioned above, does not usually happen which leads to diminishing motivation.

Since the gamification field is still relatively new and numerous differing definitions exist, the objective of gamification is not clearly stated. Looking at the definitions, gamification consists of elements like user experience, user engagement, motivation and even a factor of fun. However, the entertainment factor has been a target of criticism because it is rather seen as an additional element of gamification. (Marache-Fransisco & Brangier, 2015.) Contrary to Marache-Fansico and Brangier, Dale's (2014) study claims that gamification's goal is to apply enjoyable aspects of game world into non-game context in the working life.

## 2.5 Gamification in Human Resources

Not only is gamification a buzzword for marketing but it has also significant value for organisations' human capital management. Game play elements have the capability to engage employees, boost internal sharing of knowledge, support positive competition among employees and to recognize those who are successful in their work. Moreover, gamification may help employees to better understand how their work contributions affect the company's overall success. (Cook, 2013.) As stated by Aittamäki (2018) gamified user interfaces can be used to gamify certain valuable factors, which are important to organisations, these being company values, vision and strategy. Basically, gamification is applicable to all fields where people motivation and engagement is involved (Werbach & Hunter, 2012, p. 13).

One of the reasons why gamification works for HR is because it can have a strong impact on the talent management since gamification enables significantly higher rates for absorbing new information. This is because normally persons studying something new, learn 10% of what they have read, 20% of what they have heard but over 90% of what they have done. Due to this gamified solutions can be taken advantage of in onboarding, value management, and in making managers become better coaches and, for example, in different team days or workshops. (Helminen, 2018.) The reason for gamified experience enhancing the absorbing rates can be explained with the fact that games stimulates the brain's dopamine system (Werbach & Hunter, 2012, p. 31) and therefore improving the engagement of the player towards the topic.

In case of the company World of Insights, a company within the gamification market, they offer a set of cards aimed to work as a trigger for conversations between parties. The idea of the cards is that each card proposes a question which needs to be answered. The asset of the game is that it removes the status element from the context, due to the fact that you answer questions brought up on the cards, whereas in the old days one would have had to answer the superiors in case of a personal development discussion, a workshop or a team day. As a result the game can be used for example in talent management . (Helminen, 2018.)

A gamified solution with a goal to increase internal interaction was implemented by Nordic Morning Ltd. by incorporating a social game in their organisation's work culture. The game contained videos, tests and tips, and the idea was to challenge the workforce into sharing thoughts and improve transparency within the corporation. In this case the

feedback from the employees was positive and approximately 60% of the workforce played the game within few months of the launch. (Uusivirta, 2015.)

As, mentioned before, gamified HR solutions can be incorporated into many different fields. In case of implementing a gamified solution for leaders, Deloitte has incorporated gamified elements into their Leadership Academy program by providing badges and other rewards when leaders share their thoughts to each other in the program (Duggan & Shoup, 2013, p. 17).

Attracting and recruiting potential workforce is one of the HR functions which has been a target of gamification as well. Gamified recruitment games can analyse cognitive skills like pattern recognition and risk aversion that an applicant possesses. Furthermore, gamification can have an influence when company wants to support collaboration among its employees. (Fairchild, n.d.; Duggan & Shoup, 2013.) Gamified recruitment processes may offer value to companies in terms of reducing the needed time frame, and by engaging future and current employees through implementing a fun factor into the process. Businesses can also acquire valuable data from the applicants by implementing a simulated working environment. This kind of solution helps employers to gather behavioral data in terms of specific skills and, vice versa, the solution can help the applicants to get a better overview of the company. (Recruiterbox, n.d..)

A good example of collaboration among employees is the SAP Community Network which is used by SAP software users to share, learn and innovate ideas within the network. SAP Community network encourages users to collaborate by blog writing, asking questions from fellow users, and shows user experience through tags, and recognises members of the month. (SAP, n.d..) According to a study by Roth, Schneckenberg and Tsai (2015, pp. 300-306) gamification may work as a tool within corporations' innovation management teams since gamification may enhance interaction between stakeholders, and thus work as tool to redesign activities and processes.

For onboarding purposes firms may achieve reductions in the time required for in-person training, help new employees to network with their new colleagues even before actual d-day with the help of social media intergration and game elements such as progression, recognition and rewards. For instance, eBay managed to reduce the required in-person training of new employees by 40 percent, and get valuable data concerning new employee actions with this kind of solution. (TechnologyAdvice, n.d.) Knack is a company offering this kind of services. It has developed games for recruitment purposes,

especially designed for hiring waiters. The recruitment games can provide feedback with the help of big data by telling if the player is empathetic, risk taker, how well s/he performs under pressure, how quickly the player thinks, whether the player is introvert or extrovert among others. (Morgan, 2013.)

As for the skills management of corporations, they have had to change the learning concepts from gathering records into system of engagement due to the impacts of digital transformation. Learning wise this change has changed the norms. The evolution has moved hour-long classes into using mobile applications in which the learning can be taken in pieces on the go rather than at a classroom. (Rimon, 2017.)

Carr (2011) provides an example of gamified leadership practice for training sales workforce:

*“Gamification is helpful for scenarios where leaders have to continually update workforce knowledge and it does not need to occur in a classroom. For instance, a mobile sales force selling technical products such as cellphone services and subscriptions would be an excellent target audience for gamification delivered via mobile device.”*

In summary, for companies looking forward to develop their human resource functions, there are solutions for both internal and external solutions, and as well for specific role-based solutions for workforce. Internal gamification solutions for businesses include performance management, learning and development, talent management, employee engagement, employee well-being, and benefits and rewards. Gamification solutions targeting external factors focus on employer branding, recruitment, hackatons, competency testing and on-boarding. Role-based specific gamification solutions target solutions such as job engagement and productivity, promotion, team collaboration and leadership development. (Gamification Nation, 2013.)

### 3 THEORETICAL FRAMEWORKS

This thesis encompasses three different theoretical frameworks; services marketing, change management, and extrinsic and intrinsic motivation. Within these frameworks the research is outlined. Consequently, the frameworks work as a frame in which the themes of the interview questions are integrated. By implementing services marketing framework the main goal is to find out whether the existing gamification solutions follow customer-based value creation, whereas with change management the objective is see whether gamification implementations take organizational change into consideration or not, finally, the extrinsic or intrinsic motivators tackles one of the biggest features of gamification which is engaging. The conclusions of this thesis will follow the given frameworks.

Eventually the quality of any service is evaluated by the customers. Customers evaluate the quality by comparing their expectations with the perceived service. (Lovelock, et al., 1999.) In this thesis one has to remember that employees are also customers for internal organization actions or changes affecting employees' daily routines. According to Zeithaml, et al.'s (2006) framework for delivering service quality through people, a set of strategies is needed to guarantee employees willingness and capability to provide quality services. A combination of these strategies constitutes internal marketing.

Zeithaml, et al.'s framework links the importance of human resource management into the context by stating that if any firm aims to use its human capital as service quality enhancer then the company needs to approach HR strategy by prioritizing the motivation of its employees.

There are four strategies linked to this framework: hire the right people, retain the best people, develop people to deliver service quality and provide needed support systems (Zeithaml, et al., 2006). The latter one of these, providing the needed support systems, ties internal marketing to gamification which can be seen as developing new systems for organizations' use. When something new is developed for company's internal usage, whether it is a set up of new office design or a new sales system, they cause fear and criticism among employees. As a result managers ought to manage the change with the help of different change management methods. (Kotter & Schlesinger, 2008.)

By seeing services marketing theory of customer as the final quality evaluator, then change management can be seen as the enabler for introducing gamified solutions into business environment. As stated by (Graetz, 2000), leading change is one of the main tasks of leadership in the modern world where new technological innovations continuously occur. Looking at this, change management builds up an important part of gamification research in this study.

For managers to be able to navigate through the growing wave of doubt, criticism and negative thoughts expressed by the employees, managers have a few tools to use. They can choose to implement educational and communicative actions, make employees participate and involved in the change process, facilitate and support in case of adjustment issues, negotiate with people who resist change, manipulate, or to force change. (Kotter & Schlesinger, 2008.)

As gamification is strongly linked to motivational affordances (Hamari, et al., 2014), the importance of understanding what motivates people is important. Motivation can be divided into the level where one has it and into the orientation of motivation one possesses. The latter one is linked to extrinsic and intrinsic motivation, and it basically answers what motivates people. Intrinsic refers to motivational factors which are intrinsically interesting or enjoyable whereas extrinsic refers to doing something because it leads to a separate outcome. (Ryan & Deci, 2000.) To put it differently, within game world, usually playing a game includes an element of voluntariness, linking intrinsic motivation in to the context, because intrinsic motivation refers to the desire to do something in contrast to extrinsic motivation which makes people feeling like they need to do something (Werbach & Hunter, 2012, p. 53).

As mentioned, when talking about motivation, extrinsic and intrinsic motivation are the discussion points. In organizational level extrinsic motivators are typically things like gifts or cash bonuses that are offered to employees. These may motivate personnel but usually their influence is rather short. The reason for this is that people get used to these kind of rewards and they start to long for increased rewards after similar actions they did beforehand. So, this creates a problem in terms of scalability as companies cannot continue to increase rewards endlessly. Contrary to gifts or cash rewards, gamification can provide virtual rewards such as status, access and power and thus helps companies to recognize employee achievements differently. (Helén, 2013.)



According to (Mekler, 2015), satisfying the need for competence enhances intrinsic motivation and elevates the game enjoyment itself. Even though some game elements like points, badges and leaderboards are said to be the least exiting, their possible negative effect on motivation can be diminished by providing other engaging game elements like story telling and continuous feedback (Kapp, 2014).

As gamification can have a positive effect on user engagement factors, it can also positively improve positive patterns in service usage. For instace gamification may increasy user activity, social interactions, and the quality and productivity of actions. These elements work as a basis for the user to experience gameful expreniences while providing intrincis motivators for users during the process. (Hamari, et al., 2014.)

Therefore, the approach for this research is to look at gamification solutions from this perspective. Consequently, with the previously mentioned frameworks, the questions of how are gamification solutions implemented and whether the final solution has been built on the basis of customer needs will be answered. Ideally this will help the author make conclusions based on the research analysis.

## 4 RESEARCH DESIGN AND DATA COLLECTION

There are two types of research methods: qualitative and quantitative. Qualitative research methods aim is to get an overview of an environment or a topic which is familiar to another person. (Gilham, 2005, p. 46). Consequently, as the objective of the research focuses on understanding the situation of gamification in the field of HR, the qualitative research suits better for this instance.

The methodology used for the thesis consists of collecting primary data through theme interviews and through secondary data such as reports and articles focusing on gamification. The type of the research is exploratory and the research approach is deductive. The interviewing method is chosen on the basis that exploratory researches usually concentrate on unstructured interviewing and that it allows more freedom for the interviewer to ask additional questions, or to leave out some questions, and basically on the fact that it is more flexible for the interviewer (Kothari, 2004).

According to (Huotari & Hamari, 2012, p. 1), a major part of gamification implementations include marketing objectives, and thus linking customers or users as the final value creators. As a result, the goal of the research is obviously to find answers to the research questions while figuring out whether customers, or gamification users in this situation, have been the basis when gamification solutions have been implemented.

Due to the fact that the interviews target specific themes, a set of questions regarding the wished themes is addressed. Yet the amount of predefined questions is relatively small and the idea is to allow interviewees to freely elaborate with the interviewer. Therefore, the basis of the primary data collection can be described as semi-structured, meaning that the used interview contains features from both unstructured and structured interviewing methods.

As the research focuses on finding the situation of gamification within the field of HR, the scope may be relatively too wide for applying interviewing method. However, the advantage of getting a higher amount of respondents drives ahead of this. Hence, interviewing is chosen to be the main data collection method.

Semi-structured interview allows the interviewer to freely adjust the structure of the interview, however, the aim is to collect answers to a list of themes or key questions. The chosen interview method requires a set of notes and audio-recording (Saunders &

Thornhill, 2016). The chosen method is used due to the nature of the research which aims to find out the scope of gamification in HR, using services marketing and change management as theoretical frameworks. Saunders and Thornhill, (2016) express that in case the purpose of the research includes exploratory elements, then semi-structured or in-depth interviewing is usually used.

As semi-structured interviewing contain only partly pre-defined questions, it allows the interviewer to influence the path of the interview and to focus only on handful of themes such as gaming, game elements, software planning, motivation, user satisfaction, innovative HR solutions and future trends in HR. By focusing on research themes without strictly following a set of questions, the more relaxed and elaborative the interviewees will hopefully feel. Together these themes build up the holistic view of the situation of gamification in the field.

The objective of the researcher was ask as many open-ended questions as possible as long as they were related to the topic even remotely. The role of the few pre-defined questions used in the interviews, is to work as triggering questions for each theme. The Pre-defined questions can be seen in appendices. In order to acquire a holistic overview the interviews were conducted for a range of professionals from different business sectors. The interviewees included a Chief of Operations, a Chief of Marketing Operations and two software developers.

#### 4.1 Data collection and analysis

The data collection for this research is based on acquiring information through semi-structured interviews. These interviews work as primary data sources and they are executed by interviewing professionals and experts with skills and understanding in the field gamification. The primary data is supported by strong secondary data collection where importance is placed on the year of publishing in order to incorporate the most recent studies into the research.

By analyzing the wide secondary data the author has drawn a conclusion that gamification should be intergrated into business environments by keeping the end user in mind. Hence, the approach of this thesis is deductive, and the primary data collection aims to figure out the interviewees' perception of gamification framework and as a result build up an enhanced holistic framework about the gamification field. To avoid participant

bias, the interviews were held in closed and quite space so that they were able to speak freely without outside pressure.

Choosing the right interviewees for the interviews is important since having the correct interviewees in relation to the researched topic can build up the validity of the research. Moreover, as (Myers, 2013, p. 123) suggests, it is recommendable to interview the right people rather than just focusing on getting as many interviewees as possible. Evidently, the goal of the interview sample is to acquire experts from various fields. Hence, to increase the validity, the interviews were conducted for both professionals responsible for gamification process implementations such as software developers, a chief of marketing operations and a chief of operations.

The chosen interviewees had obviously previous experience about gamification and therefore they were selected to give their opinions and experiences of gamification. One of the interviewees is a fully-fledged entrepreneur focusing on digitalizing all kinds of business needs. His experiences of implementing all kinds of software solutions was a key factor for interviewing him for the research. Two of the other interviewees were employees of gamification firms. The reason for interviewing them was behind their vast experiences in the field of gamification. With their insights to the world of gamification the goal was to acquire a rough overview of the state of gamification and to realise how well-known gamification is in the markets. The last interviewee was recommended by the creative director since the interviewee operates in a big company which provides outsourced HR services and had a thorough experience in implementing gamified human capital solutions. The interviews were executed to follow certain themes such as the familiarity of gamification, the relation of gamification to HR and the implementation process of gamified solutions. The interview questions can be seen in appendices, see *interviews 1-4*.

To summarize, the selected interview segments provide tools to analyse the situation of gamification within the Finnish markets and figure out whether gamified solutions are implemented as per customer-based or not.

The analysis from the interviews is formed by audio recording the interviews and transcribing them afterwards so that reoccurring themes can be picked up. The transcription also helps to build up interpretations related to research questions and objectives, which is essential to any research (Saunders & Thornhill, 2016, p. 5).

As a result, the data analyzing method used in the research is based on narrative analysis. The chosen approach of narrative analysis follows the thematic narrative analysis where the purpose is to find out analytical themes within narratives. The nature of narrative analysis is followed within the research framework by analyzing the narratives as a whole unit rather than coding them separately. (Saunders & Thornhill, 2016, pp. 600-601.)

In regards to the scope of secondary data, it is mostly built upon academic researches, the remaining sources constitute of business journal articles, blogs, e-books and web sites focusing on gamification. A strict evaluation of sources have been undergone on the basis of the time of release.

#### 4.2 Research limitations

In qualitative, and as well in quantitative research, the analysis and collection of primary sources is vital. Primary sources build up the richness and credibility, and primary sources bring up the data and conclusions to the table made by the author him/herself (Myers, 2013, pp. 120, 121). Regarding to gathering primary data through interviews the author had no prior experience. Therefore, the lack of experience may play a limiting role on the credibility of the research.

The time frame to conduct the thesis turned out to be a limiting factor as well. This is because the ideal amount of interviewees was not gathered before meeting the deadline to present the research results. The primary goal to interview HR specialists was affected due to the time constraints. Consequently, no HR specialists were interviewed which definitely affects negatively on the credibility of the thesis. However, as the interviewees who participated in the research had taken part of gamifying HR solutions in their work duties gave some credibility towards the analysis. Additionally, it would have been ideal to include data from end users point-of-view. This would have given stronger proof on the assumption that gamification implementations are customer-centered.

## 5 KEY FINDINGS

In this research four professionals were interviewed. All of them had prior experience about gamification. The sample held two software developers and two executives with one being COO and the other CMO. Based on the themes of data collection the questions asked were focused on the familiarity of gamification among business representatives, the relation of gamification to HR and the implementation process of gamified solutions.

### 5.1 Familiarity of Gamification

When asking about the state of gamification within Finnish markets (Kokkonen, 2018) mentioned that their company had recently been bought by a larger company which main business area is providing outsourced business services. Regarding this company acquisition and relating it to industry life cycle, one can see that the field is not yet at maturity stage but rather in the pioneering stage where company buy outs are commonly executed (Financetrain, 2017). Proof for this is the lack of clear market leader in the Finnish sector and the fact that gamification is used commonly as a trend word without knowing much about the concept itself. (Kokkonen, 2018.)

To give stronger base to this conclusion (Hiekkanen, 2018) points out that 1/20 or even 1/30 of companies approaching him even realizes to ask about gamification, and (Helminen, 2018) states that rarely small-sized HR departments, without learning and development (LND) team, have previous knowledge about gamification and that in the Finnish sector the field is hardly known at all. Helminen also pointed out that in the Finnish markets there is only a handful companies offering gamification solutions. Aittamäki (2018) also pointed out that the field is still in early stages.

### 5.2 Implementing Gamification

When asking the question of how NordicEdu builds their solutions the answer backed up the fact that customer-approach is used when building gamified solutions. This is because, according to (Kokkonen, 2018), the process may start either with the customer asking for certain features or by NordicEdu proposing initial ideas from where the

concept starts to evolve. After initial stage, in the conceptualizing phase, there is a common planning stage for all parties. Throughout the process the final user segment is targeted. Finally, when the concept is ready the service provider starts to develop it with agile methods. Depending on the scale of the concept the processes might take from few months to a year. (Kokkonen, 2018.) Similarly to NordicEdu also World of Insights operates also with customer-approach by discussing first with customers about their development ideas while keeping clear vision about the goals of the whole gamification process itself (Helminen, 2018).

The common approach of gamification companies follows the customer-centered approach which supports Huotari's and Hamari's (2012) definition that gamified processes' purpose is to provide gameful experiences keeping the overall value creation focused on the customer. Based on the interviewees answers about the building up phase of gamified solutions, Paravizo et. al.'s, (2018) six step guide to implementing gamified solutions is supported by the practice executed in the market.

### 5.3 Gamification's relation to HR

When discussing the existing gamified HR solutions Kokkonen (2018) mentioned that NordicEdu has built a worklife user application for Rainmaker Ltd, where gamified elements have been incorporated. The idea of the application is to tackle all the aspects that employees need in their work. The elements include games where managers can train their staff towards right path, points board of basic tasks aimed to visualize where the employees should focus and what they might be guided to do next. Kokkonen summarized the idea as to gather data from human capital and, consequently show the importance of the work done to the staff. Hiekkanen (2018) brought up also the points board element as a basic game element which is in use in most cases.

Helminen (2018), on the other hand, highlighted that with gamification companies may target different HR operations such as onboarding, value acknowledgement, coaching ability of managers and it may used as a facilitator for workshops or team days. The company, World of Insights, where Helminen works as a Chief Of Marketing Operations offers mainly customized gamification services focusing on leadership management, innovation management and personal development. In case of World of Insights their main objective is to bring added value with their card games and to have an impact on

the human capital through learning. Helminen's comment supports Kapp's (2014) definition in which gamification is claimed to facilitate learning.

The statements point out the main idea of gamification for companies and how it can be used for HR departments' asset. Drawing a summary of the interviews the frameworks which are targeted with gamification focus commonly on facilitating leadership management. Aittamäki (2018) referred to this by explaining how Rainmaker Ltd. wishes to enhance leadership management with the use of crowdsourced management. Crowdsourced management is a term which is not in common use, however Rainmaker Ltd uses this term. This term basically means that people can start to lead themselves, since in the future the need for managers who have a holistic skillset diminishes.

Another observation from the interviews was that most of the solutions aim to target employee engagement and motivation. This is because, in three out of four interviews, the feature of improving employee motivation in a smart way came up. Basically, in order to enhance motivation, one needs to implement game elements thinking about the actual users because not every user/player is the same. Some people might enjoy a tight competition whereas others may not. So, therefore, businesses have to implement gamification with clear goals and with attention (Aittamäki, 2018).

Regarding to the point of discussion where points, badges and leaderboards are seen as just added elements or "chocolate covered broccoli" (Ängeslevä, 2014), Aittamäki's remark supports it by claiming that: "The risk is that you start to progress with game-first approach and thus making the game a demotivator for the workforce." Aittamäki stated that to manage this risk one needs to develop the solution constantly with care by monitoring, removing or changing unnecessary elements.



## 6 CONCLUSIONS

This section gives summarized answers to the research questions by opening up the current familiarity of gamification in HR and describing how and what have been gamified in the HR sector. This chapter also includes suggestions for further research and discussion of the overall research process.

Firstly, one of the aims of the research was to study the familiarity of gamification within HR sector. Based on the statements of all interviewees, in very few occasions customers implementing gamification solutions had prior knowledge about the field. Secondly, the common feature of implementing gamified solutions is the approach. In each implementation case, the initial phase of the implementation process started with listening to the customers' needs and wishes from where the actual developing started. Hence, the value creation of gamified solutions can be said to be customer-centered. Thirdly, the elements used in HR solutions varied some what, from unique set of cards to more specific elements like score boards and badges.

As a restrictive element, the author acknowledges that since the research contains partly exploratory elements, the ideal research method would have been to use the unstructured interviews in the initial stage to find out common features from the interviews, and after having gathered those the research could have been changed into more structured form focusing on the common features (Gilham, 2005, p. 47). This way the collected data would have been of more value to the researcher and for the topic.

Further research among the field should be done from the end user point-of-view. It would be good to know how the final users react to gamified experiences. Thus linking the work fully on Huotari's and Hamari's (2012, pp. 2-3) approach which highlights that the gamification implementation is co-created by the user and that the value is eventually determined by the subjective experience of the user. This kind of research could be narrowed down to focusing on certain game concepts, trying to find out the potentials or obstacles they possess. Additionally, in the interview Helminen (2018) also mentioned that gamification is more known among marketers which is an interesting point, since in the common debate Bogost (2011) claims that gamification is only a marketing trick used as another tool to exploit business people's fascination towards 'ification', and consequently he defines gamification as exploitationware. Regarding Bogost's claim it

would be scientifically important to examine further this statement in order to see whether the claim has stronger voice when discussing about gamification's usability and value.

To conclude, gamification has a potential role for future HR solutions but its life cycle is still in the early stages and has yet to reach its full potential. In the Finnish spectrum there are experts and academics in the field but the corporate sector clearly has not adopted gamification as a business concept. Finally, the overall experience of researching gamification was educational and satisfying since the topic was heavily linked to the author's points-of-interests and there was a fair amount of linkages between HR and gamification. The biggest challenge was in drawing up the literature review because of the differing opinions and definitions regarding gamification. However, as gamification has received some foothold in the academic field, it was fairly easy to acquire a proper overview of what gamification is and what is the goal of gamification.

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## APPENDICES

### Appendix 1 Interview in Finnish

Kim Hiekkänen

Digiassistentti Oy

(After initial discussion)

**M: Ja olen aina ollut kiinnostunut innovaatiokehittämisestä. Mä jostain löysin tällaisen pelillistämisteorian ja siitä lähti tämä opinnäytetyöni liikkeelle.**

H: Pelillistämisteoria. Kerro ihan hiukan, mikä on pelillistämisteoria? Pelillistäminen aiheena sinänsä tossa asiakaspalvelun puolella on tuttu. Sen vuoksi aihe kiinnostaa, että mistä on kyse.

**M: Juu. Toki täytyy sanoa, etten ole mikään guru tässä, mutta tiedossa on se, mitä opinnäytetyöhön liittyen olen asiaan perehtynyt. Eli puhutaan termistä gamification englanniksi. Se tarkoittaa, että tuodaan liiketoimiintaympäristöön pelielementtejä mukaan. On se sitten vaikka oppimisympäristöä tai sitten myyjätyökalua tai, tai...**

H: Voin kertoa sulle esimerkin. Tässä on... Itse asiassa olet hyvällä aiheella liikkeellä.

**M: Kiitos.**

H: Eliikkä esimerkkinä asiakaspalvelun näkökulmasta: Kun soitat johonkin yritykseen, niin siellä on nauhoite ”valitse 1, valitse 2, valitse 3..” sulle on varmaan tuttuja juttuja nämä. Siellä joku vastaa. Yritykselle tehdään asiakaspalvelupaketti. Siitä esimerkkinä nämä järjestelmät mitä itse tässä teen, pilvipalveluita otetaan käyttöön ja jälleen myydään, niin sieltä löytyy esimerkiksi gamification-elementtejä. Sanotaanko, että siinä on vaikka viisi eri palkintoa, siinä järjestelmässä. Se järjestelmä laskee siinä, kuka on vaikka viikon työntekijä, kuka on päässyt parhaiten tavoitteisiin. Ja sanotaan vaikka, että vastaat vaikka viiteen sähköpostiin päivässä ja se on vaikka kymmenen pistettä. Kuitenkin pelillistäminen, se on tällä hetkellä vielä, aika harva, ehkä yksi kahdesta- tai kolmestakymmenestä huomaa edes kysyä sitä.

**M: Okei.**

H: Mutta sitten kun katsoo tuonne USA:n puolelle, niin ymmärrät varmaan, että siellä se kysyntä on aivan erilaista.

**M: Kyllä, kyllä. Siis juuri olen törmännyt tähän, mistä juttelit. Esimerkiksi jos on joku asiakaspalvelu, top kolme ja sitten jokainen niistä saa jonkun tittelin, että vaikka tänä päivänä olit paras myymään jotain.**

H: Kyllä.

**M: Ja sitten voi saada reaaliaikaista palautetta (instant feedback). Tarkoitus siinä on motivoida ihmisiä suoriutumaan päivittäisessä työssä.**

H: No siis tätä olen tässä ääneenkin pohtinut. Aihe on kiinnostava, koska... No, niin kun tiedetään, niin voit saada hyvinkin nopeasti tehokkaankin tiimin alisuoriutumaan sillä, että et pidä tekemistä mielekkäänä ja tehokkaana ja tsemppaavana. Sinällään tuo gamification, on se sitten... perinteisessä mielessä voidaan puhua ihan vaan raportoinnista. Että se on vaan raportointia ja siinä kaikki. Se perinteinen palkinto on siinä, että, oot tehnyt myytityötä niin tiedät mitä se tarkoittaa. Jos saat tietyt tavoitteet skaalattua itsellesi, niin siitä saa jonkun palkinnon. Mutta gamification se on niin kun, uskon siihen potentiaaliin ja se on kyllä tulossa yhä enemmän ja enemmän.

**M: Joo.**

H: Sitten kun siihen tuodaan tekoälyä mukaan, ehkä se vaatii vähän vielä jossakin määrin kehitystä, mutta siinä mielessä uskon, että gamification on tulossa.

**M: Aika hyvin saan sulta sellaisia vastauksia, mitä tota, jos jonkun haastattelun sulle vois tehdä. Mitä olet mieltä, otetaanko joku uusi haastattelu johonkin kohtaan vai miten sulle sopii?**

H: Me voidaan ottaa uusi haastattelu, mutta mitä sä kaipaavat siihen opinnäytetyöhön? Onko sulla jotakin aitoa tapausesimerkkiä pohjalla? Katso, esimerkkinä minulla on yksi tapaus, jossa on useita kymmeniä asiakaspalvelijoita. Se otettiin ihan hetki sitten käyttöön, aika iso projekti.

**M: Joo.**

H: Siellä tota asiakaspalvelun päällikkö oli kiinnostunut tuosta gamificationista ja ne ovat ihan oikeasti alkaneet miettiä tätä. Ne laittoivat siihen ratkaisuun pisteytysmallia päälle. Noin kuukauden päästä siellä alkaa olla sellainen määrä dataa, että voidaan oikeasti

nähdä, että kuinka asiakaspalvelija pysyy kärryillä ja miten tekee bisnestä. Ajattelin, että... Mitä tarvitset siihen opinnäytetyöhösi?

(ending comments and the end of the interview)

## **Appendix 2 Interview in Finnish**

Linda Kokkonen

Nordicedu

**M: Katsoin hieman nettisivujanne, mutta voitteko omin sanoin kertoa Mikä on Nordicedu ja mitä se tarjoaa?**

H: Me teemme pelillistämistä ja höytypelejä. Aikaisemmin teimme opetuspelejä mutta enää emme niinkään

H: Sinulle mielenkiintoisempaa on se, että me huhtikuun alussa myimme itsemme isommalle firmalle nimeltä Rainmaker group ja he tarjoavat enemmän ulkoistettuja HR palveluja. Me teemme heidän kanssa yhteistyössä työelämän käyttöliittymää

**M: Onko tämä tuore?**

H: Vuoden verran olemme tämän parissa työskennelleet, mutta yhdistyminen on tapahtunut huhtikuun alussa

**M: Mihin työelämän käyttöliittymä on kohdennettu?**

H: On ajateltu, että kaikki mahdollinne mitä työntekijä tarvitsee päivän aikana, tulee sovelluksen kautta, eli ei tarvita enää erillisiä järjestelmiä. Siellä on ihan työvuoroista alkaen kaikki. Sitten sinne tulee peliominaisuuksia paljon kuten itsensä johtamista. Nyt sovelluksessa on peliominaisuuksia, joita voidaan räätälöidä eri tarpeisiin, mutta tällä hetkellä siellä on paljon elementtejä kohdennettu myyntiin, minkä tarkoitus on boostata myyntejä. Sovellus sisältää pelejä, joiden kautta esimies voi esim. valmentaa työntekijää ja sitten sovelluksessa on konkreettiset työntekijän kaikki perustehtävät, joista sitten pisteytyksen kautta nähdään mitkä ovat tärkeimpiä ja sitä kautta ohjataan tekemään

oikeita asioita. Tavoite on mitata tekemistä ja sitä kautta osoittaa se, että sillä on merkitys mitä tekee. Sitten tulee peruselementtejä kuten pisteiden – ja saavutusten keräämistä.

**M: Miten lähdette projektissa eteenpäin?**

H: Teemme pelkästään räätälöintiä

**M: Miten räätälöinnissä prosessi menee?**

H: Me voidaan toki lähteä siitä, että meille ehdotetaan jokin idea ja lähdetään siitä rakentamaan, että onko tarvetta ja minkälaista tarvetta. Tulee myös peruspohjalta, eli kiinnostuksen kautta kysyntää. Siitä lähdetään konseptoimaan asiaa. Meillä painotetaan paljon kohderyhmälähtöisyyttä, eli konseptoinnissa on aina mukana yhteissuunnittelu vaihe. Kun konseptointi on valmis lähdetään toteuttamaan. Tehdään iteraatio kerrallaan agilesti, eli pikkuhiljaa, kestäen muutamasta kuukaudesta vuoteen.

**M: Miten lähestytte yrityksiä vai ottaako yritykset teihin yhteyttä?**

H: No, Meillä on ollut niin hyvä tuuri, että yritykset ovat ottaneet pitkälti yhteyttä. Eli orgaanisesti on asiakkaat ottaneet yhteyttä. Hakukoneoptimoinnin kautta on tehty helposti lähestyminen meidän suuntaan.

**M: Miten yleisellä tasolla pelillistäminen on tunnettu yritysmaailmassa?**

H: ei vielä kauhaan tunnettu. Se on vielä ns. trendisana, jota heitetään tietämättä hirviesti mikä se on. Eikä ole valtavasti Suomessa esimerkkejä. Emoyhtiön kanssa on hiljattain keskusteltu juuri siitä, että ei ole vielä herruutta otettu pelillistämisen markkinalla Suomessa

**M: Onko HR sektorille suunnattuja palveluja?**

H: On kilpailijoilla jotakin olemassa, mutta ei kauhaan paljon

**M: Mihin hr osa-alueeseen kohdentuu?**

H: Mihin minä olen törmännyt, niin ne on asiakaskohtaamisiin. On vaikea sanoa onko se koulutusta vai perehdytystä.

**M: Miten vaiheistat räätälöinnin prosessin, kun otetaan pelillistäminen haltuun?**

H: Meille on tärkeää ensin päästä kärryille toimialan perustiedoista, käyttäen hyväksi eri palvelumuotoilun keinoja, kartotetaan sidosryhmät ja yritetään luoda peruskäsitys

pohjalle, jotta me voidaan ylipäänsä lähteä rakentamaan mitää konseptia. Siitä se sitten lähtee, kun konseptit on selvillä.

**M: Miten näet pelillistämisen tulevaisuuden?**

H: Me näemme sen siten, etät meidän räätälöiminen on raskas tapa. Meidän tulee alkaa paketoita jotain valmiimpia settejä.

### Appendix 3 Interview in Finnish

Helminen Henri

World of Insights

**Voitko kertoa hieman yrityksestä ja sen tuotteista/palveluista?**

- Työelämässä työntekijöistä 85% disengaged, eivät ole vuorovaikutuksessa yrityksen/ muiden työntekijöiden kanssa ja sama pätee erilaisiin koulutustilaisuuksiin
- Sen takia WOI koitetaan muutta korporaatioalan opetusta peleihin, käytännössä puhutaan learning and development gamification LND Gamification
- Päämääränä on tuoda peleillä lisäarvoa ja impaktia oppimisen kautta

**Voitko kuvailla pelillistämisen potentiaalia HR alalla?**

- LND menee käytännössä HR:n alle. Käytännössä pelillistetään HR:n eri osa-alueita kuten onboardingia, arvojen omaksumisen sisäistämistä, esimiesten valmennuskykyä, tiimipäiville keskustelun fasilitoimista. Fasilitoiminen poistaa esim. statuksen pelistä, jolloin vastaat ikään kuin itselle etkä pomollesi.
- miksi pelillistäminen toimii hrssä. me tehdään se oppimisen takia. Tänhetkiset training sessiot ja workshopit ovat pitkälti vain pptx:ää. Pitäisi tulla enemmän interaktioo. Se mihin se pohjautuu, niin ihmiset oppivat lukemastansa 10% kuulemasta 20%, mutta 90% tekemisistään. Pelillisyyys paneutuu juuri tähän kohtaan, koska 90% sopii myös simulaatioihin. Eli, kun pelaat muista 90% pelaamisestasi, joten opit käytännössä paremmin. hrssä on usein kyse juuri siitä miten kehitetään työyhteisöä ja opitaan systems thinkingiä, vaikka miten managerit oppisivat tuntemaan alaisiaan tai miten parannetaan tiimiä tai muuta yhteisöä

**Kuinka usein yleisellä tasolla pelillistäminen liitetään HR:ään**

- No todella harvoin. Kun on isoja orgast, joissa on LND porukkaa, niin silloin saatetaan tietää jotain, mutta vielä ei tiedetä huipputasolla asiasta. Kun

puhutaan esim. isoista yliopistoista, niin heillä on LND tiimi kuten pitääkin, koska he ovat opetuslalla, sillä heidän tulee tietää parhaat oppimistavat

### **Onko suomalaisessa hr sektorilla ymmärrystä pelillistämisestä?**

- Ei juurikaan

### **Miten lähestytte asiakkaanne tai hankitten ne?**

- tähän mennessä asiakkaat on tullu meille
- se, että tietääkö HR pelillistämistä, ni se on hyvin vähäistä. Sanoisinkin enemminkin, että markkinoinnin tyypit tietävät pelillistämisestä, koska monesti markkinoijat pelillistävät markkinointia
- sanoisin pikemminkin, että pelillistäminen lähtee liikkeelle fasilitaattoreista
- muuten yleisesti ajatellaan, että pelillistäminen on lapsille tai sitten score boardia tai metalleja joita saa

### **Voitko avata pelillistämiprojektia? Miten se lähtee eteenpäin ja kulkee?**

- Teemme customoituja pelejä
- Käytännössä lähtee desing for learning impactista
- ensimmäinen asia, josta keskustellaan asiakkaan kanssa, ni on tietenkin asiakkaan ajatus jostain parannuskohdasta. Sitten se, että mikä on prosessin tavoite/ tulee tärkeänä tekijänä/menee ykköseks
- Käydään asiakkaan kanssa paljon eri näkökulmia läpi, että missä, ketä, kuinka moni, onko aika rajoitteita pelissä. Ja sitten mietitään myös, että onko heillä alun perinkin jotain ajatusta pelistä.
- setting the scope and objectives käydään sidosryhmien kanssa läpi ja käydään kontentit läpi
- pelataan, iteroidaan, parannusehdotuksia, testauksia, palautteet, iterointi jonka jälkeen asiakkaalle

### **Minkälaista palautetta käyttäjät on antanut valmiista tuotteesta?**

- "having seen many trainings, very few are leading to personal aha experiences, and this definitely did"
- hyvää palautetta

### **Pelillistämisen tila Suomen markkinoilla?**

- Suomi ja maailma on samalla tasolla sillä Suomessa ollaan pitkälti maailman huipulla opetuksessa ja kun puhutaan pelillistämisestä niin puhutaan usein opettamisesta
- customoituja pelien tarjoajia on muutamia
  - o selemi
  - o ideapakka
  - o topaasia
  - o green elephant
  - o (unserious)

- world of insights on käytännössä ainut pelillistämisyrittäjä oppimisen kannalta korporeaatiomaailmassa

kuinka vanha World of Insights on?

- korttipelit tullut myyntiin vasta 2017 joulukuussa
- ajatus pelillistämiseen on lähtynyt käyntiin pari vuotta sitten

## Appendix 4 Interview in Finnish

Mika Aittamäki

## Rainmaker Group

.... after initial discussions....

**M: Idea lähti amerikkalaisen palveluntarjoajan kautta liikkeelle. Ko. firma tarjoaa rekrytointiratkaisuja, joissa on käytetty pelillistämistä hyväksi**

**M: Sain linkin lähestyä teitä Linda Kokkosen kautta, kun kuulin, että teillä on meneillään työelämän käyttöliittymän käyttöönotto, ja että ko. prosesissa on mukana pelillistämisratkaisuja.**

H: Tekeillä on, joitakin osia on jo saatu rakennettua. Kulma josta sinäkin puhut, tulee olemaan myös iso osa Rainmakerillä tulevaisuudessa. Nämä HR toiminteiden ja johtamisen pelillistäminen.

**M: Kun puhutaan projektista, joka teillä on meneillään, niin onko se kohdennettu joihinkin tiettyihin osa-alueisiin?**

H: Meillä on 2 träkkiä aiheessa. Pieniä polkuja on useampia. Merkittävimpiä träkkejä on kuitenkin kaksi. Toinen on joukkoistettu johtaminen, joka on termi jota olemme itse kehittäneet ja sitä tuskin käytetään virallisesti missään muualla. Tällä haluamme paneutua moderniin työelämään, jossa kokoajan mennään siihen suuntaa, että oma työ asiantuntijuistuu. Koko ajan on vähemmän ns. yleispäteviä esimiehiä, jotka voivat antaa vastauksia kaikkeen. Me haluamme joukkoistaa keräämällä hyvin tarkkaan eri ihmisten osaamisauleita kasaan pelillistämisyjärjestelmän kautta, missä erilaisuuksia vahvuuksia ihmisillä on. Suoraan siihen ammattiin liittyvään tai sitten erillisiin taitoihin kuten esiintymistaito, blogin kirjoittaminen, kirjoittaminen tai sijoittaminen. Kuka tahansa voi



milloin tahansa, kun tulee fiilis että on esim. excel osaamisessa puutteita, ja tämän jälkeen ohjelma hälyyttää niillä ihmisillä, joilla on ko. taitoja. Tätä kautta voidaan sitten tarjota apua ja sopia ajankohtia. Taustalla on se tavoite, että voidaan palkita ihmisiä, jotka haluavat oppia uusia asioita. Tämä tarkoittaa sitä, että joukkoistettu johtaminen tuo organisaation osaamisen esille ihan uudella tavalla

Toinen trähki on se että millä tavalla, ... haastateltava kuvailee työelämän asiantuntijustumista ja uusien työelämää muuttavien asioiden vaikutusta työelämään... pystyttäisiin pelillistämään tiettyjä yritykselle tärkeitä asioita kuten arvojen, visioiden ja strategiaa. Näitä pelillistetään eri tyypisiksi tehtäviksi, kuten esim. että keskustelin kollegan kanssa yritysstrategiasta. Halutaan myös mennä yksinkertaisiin asioihin kuten vaikkapa konttorin hiljaisten työntekijöiden motivoiminen. Esim. palkitaan/nostaa esille kun keittää kahvia. Voidaan myös paneutua muihin asioihin, joita halutaan kannustaa vaikkapa hissin käytön sijasta palkitaan portaiden käytöstä, näitä voidaan tietysti vaihdella. Tätä puolta käytetään pelillistämisestä käytetään hyväksi kun halutaan ohjailla henkilöstä, esim tehdään pelillinen ratkaisu työntekijöiden huomioiminen asiakkaiden suuntaan. Jätetään kuitenkin valinta ihmiselle. Tätä kautta käytämme sitä strategian ohjaamisvälineenä. Tarjotaan ihmisille mahdollisuus omaan valintaan, mutta myös ohjataan kohti toivottavaa käyttäytymistä.

**M: Minkälaisia elementtejä elementtejä/konsepteja on teidän suunnitteilla olevassa järjestelmässä.**

H: Varmasti tulee erilaisia elementtejä. Olet varmasti huiomannut että suomessa pelillistäminen on vielä varsin lapsen kengissä. Tulemme kokeilemaan kaikenlaista, mutta kun menemme pitemmälle niin pitää miettiä mikä on pelin jatkumo. Kun pelillistämishistoriaa on takana vuosia, niin voidaan alkaa miettiä esim muita palkitsimiselementtejä pisteytyksen sijaan.

**M: Onko käyttöliittymänne ollut testauksessa? Onko tullut palautteita tästä liittymästä?**

H: Käyttöliittymää olemme hioneet itsellemme ja siihen olemme tyytyväisiä, mutta sen olemme huomanneet, että pelin ylläpitäminen vaati yllättävän paljon energiaa kuin olisi ensi alkuun osannut ajatella. Jotta osattaisiin poimia ja muuttaa ratkaisua koko ajan, löytää riittävästi elementtejä tai poistaa tarpeettomia elementtejä, jotka vievät asioita väärään suuntaan. Se vaatii yllättävän paljon. Todella pitää tehdä työtä sen eteen, että muistaa pelillistämisen tarkoituksen. Pelillistämisen tarkoitus on tuoda lisämerkitystä ja

kenties motivoida tekijää tekemään työtä sitoitumineemmin laadukkaammin tai paremmin ja sitten taas siinä on hirveän iso riski, jos tehdään puolivalmiita tai merkityksellisiä pelejä, jolloin tarvitsisi ensin motivoida itse pelaamiseen, jonka rooli puolestaan on itseasiassa tehdä työstä miellyttävämpää. Riski on siinä ettei vaan lähdetä siihen suuntaan, että pelistä tulee itse tarkoitus ja tällöin se toimii dismotivaattorina.

**M: Onko käyttäjiltä tullut minkälaista palautetta? Esim. Onko loppukäyttäjiltä tullut minkälaista palautetta?**

H: Normaalin tapaan pelillistää pitää sisällään sen ajatuksen, että ihmiset motivoituu samalla tavalla. Minä olen tässä viimeiset ajat kuitenkin yrittänyt yhdistää luontaisen käyttäytymisen motivaatioteorioita erilaisiaan dynamiikkoihin. Yhä enemmän tulisi kiinnittää huomiota siihen, että tehtäväkentässä/pelillistämisessä otetaan huomioon erityyppisten luontaisten motivaatioiden syntymekanismeja. Kun esim. huomataa, että puhtaasti kilpailullisia elementtejä se vetoaa vain tietyn tyyppisiin käyttäytymisprofiiliin omaaviin ihmisiin, jolloin huomioimatta jää sellaiset ihmiset joille eri asiat ovat tärkeitä. Ideaalia olisi pystyä katsomaan 360 ympäri, että minkälaista porukkaa yrityksessä on töissä. On huomattu esim. että pisteiden keruun ollessa ainut palkitseva tekijä, niin se ei tuo kaikkia tekijöitä mukaan, vaan tällöin tulisi löytää muita elementtejä, joilla peli avautuu ihmisille joita pisteitys ei välttämättä kiinnosta.

... Haastattelu päättyi ...